CUPA NEWS

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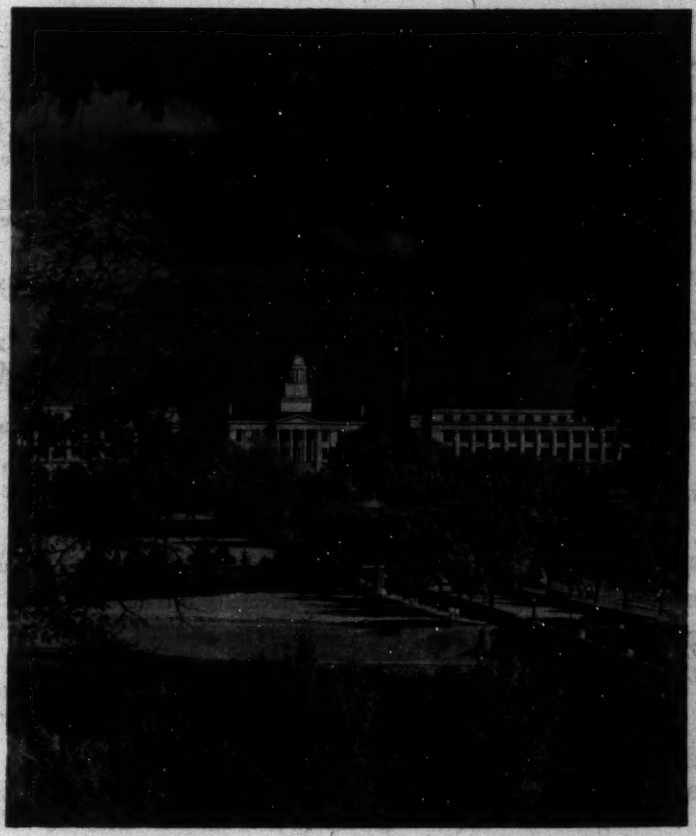

Scene on Campus, State University of Iowa

A PUBLICATION OF THE COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

CUPA NEWS

A Publication of the
College and University Personnel Association

809 South Wright Street Champaign, Illinois

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FROM THE EDITOR'S CORNER . . .

Dear Friends in CUPA:

It takes a bit of courage to live dangerously! Your editor has gone ahead without much advice from anyone and has changed the format of your publication of long standing. Not even your President has seen the proposed publication, so the only person on whom you can justifiably let your wrath descend is **yours truly.**

Your President did give me some rope and the Officers and Directors some money, and a woman with both of these weapons is just tempted to do something new and different. Furthermore, we — and this is not just the editorial "we" — "wheels" decided that the organization now has professional stature and should begin to reflect this prestige in our publication.

Because of lack of funds — and, of course, this is all that stands in the way — our new **NEWS** cannot be expected to be all that is to be desired. But, we hope that each issue will become better and better, and that you will be proud to show it to prospective members and professional associates.

Please let us know how we may serve you, and keep suggestions and copy coming to our mail basket.

Sincerely,

Kathryn G. Hansen

PERSONNEL ADMINISTRATION IN SMALL COLLEGES*

Howell H. Brooks
President, Coe College

It is a distinct pleasure for me to be here this evening with old friends and new. The opportunity to meet with this organization, of which I was a charter member and its first "underqualified" (if I may use a personnel term) secretary, was a chance I selfishly could not pass up. It was an excellent gamble for me, for I knew that I would be the one who would gain most from the experience.

It does seem a long time, though, since a group of men and women met for the first time in 1947 at the Edgewater Beach Hotel in Chicago and held the first meeting of this organization. I remember that the name was "The College and University Nonacademic Personnel Association." It developed rapidly that "nonacademic" was a naughty word, and it lasted only until the next year when the constitution was adopted at the meeting at the Chase Hotel in St. Louis.

This Association is fortunate that the fertile brain of its Executive Secretary had the germ of an excellent idea eight years ago. The development of this idea has done much to advance the efficiency of operations in the field of higher education. It made all of us realize more fully that personnel had a definite and important place in the everyday functioning of our colleges and universities. I am sure many of us realized, for the first time, that the person in personnel was an extremely important component in our institutions.

In discussing personnel administration in small colleges, I hope I do not offend anyone by some of my beliefs on the subject.

One of the first things that I would like to say is that the majority of college officials — notice I said majority, and not all — do not have the slightest conception of a good personnel operation. Some may think they have, but, critically analyzed, they have not.

This may sound as though I am excusing the apparent little concern on the part of small colleges about their staff personnel program. However, while I believe the contrary is so, there are problems involved — problems, that, at the moment, loom large to the small institution. Permit me to enumerate a few.

1. The problem of definition. How many or how large is a small college? About two years ago I sat with some thirty other college presidents discussing this matter at length. At the end of the discussion we reached no definite conclusion or agreement. We will all have to make our own definitions for our own institutions as to whether we are small, medium, or large. With the "tidal wave" of students that is

*Delivered at Ninth Annual Conference, College and University Personnel Association, State University of Iowa, July 18, 1955. Edited to meet space limitations.

predicted, I anticipate that any definition will become very elastic.

2. The location of the institution — whether in a small community, medium-sized city, or metropolitan center. This is a factor that will indirectly involve the personnel organization of an institution. If the labor market is plentiful, the need for organization will be put off or given little attention. On the contrary, if the labor market is tight, more attention must be paid to personnel in order to obtain any decent results.

3. The effect, depending upon the location of the college, that those bugaboos of "consumer price index," "purchasing power of the dollar," and the average "hourly or weekly earnings" in industry have upon the college. Since the beginning of this Association in 1947, the purchasing power of the dollar, according to statistics of the U. S. Bureau of Labor Statistics, has dropped from 104.7 to 87.6 as of May 1955. The consumer price index of all items has risen from 95.5 in 1947 to 114.2 in 1955. These figures include the "old" and "adjusted series" on the 1947-49 equals 100 base. The average hourly earnings in manufacturing have risen from $1.237 in 1947 to $1.87 in May of this year. The average weekly earnings over the same period have risen from $49.97 to $76.11.

Coe College happens to be located in one of the high labor cost markets of the country. The last two factors of location and wages have created, almost daily, problems for my business manager and for me. Recently, I asked a good young painter about his work and wages. He had been employed fourteen years by the same contractor, and his minimum annual earnings today are $5,033.60 without overtime. A recent publication from the associated colleges of Illinois states that the average annual salary of college teachers throughout the country is slightly over $4,000. To those of us in higher education — one of the most important professions in the entire country — this is an actuality that is difficult to understand, and much more difficult to solve. I am not alone, as a college president, in saying to you that many hours of sleep are lost worrying about this problem. I am very serious when I say that I wonder sometimes where this country of ours is going, when, seemingly there is so little concern on the part of the public for the plight of higher education. The product of our institutions of higher education is going to determine the future of this country. I see some favorable signs on the horizon, but they are a long, long way off.

4. The problem of finances. I have approached the big problem faced by small colleges gradually — the financial one. I do not mean to leave the impression that the large institutions do not have their problems also, but I do believe they are more specific, depending upon the type of organizational structure, and can be given more attention sooner than in a small college.

With a majority of the small colleges today operating at deficits, additional expenditures for staff — both salaried and hourly — is a most difficult problem to solve. Increased enrollments are not going to solve this one. No student who pays the entire cost charged him comes even close to paying what it costs the college to educate him. The more students the small endowed colleges have, the thinner the per student portion of the income from endowment is spread to handle the cost of his education.

To one in my position, a most difficult decision to make is just how much of the budget should be apportioned to faculty and instruction and how much to all the other very essential operational needs of the institution. I find it is hard to refute the statement that in an educational institution the faculty is the "core" of the institution. On the other hand, with my past experience in the business management side of higher education, I am decidedly reluctant to accept that at face value. Today the entire operation of any college is so complex that every part of the organization should be set up so as to work and function smoothly and in cooperation with every other part, in order for the college to accomplish the purpose for which it exists — to educate well the young men and young women who expect us to help them prepare for their future. Today, as never before, higher education is big business, and to maintain its rightful place in our economy, it must be conducted efficiently and on sound economic principles.

Associations, such as this one, are most important to the successful operation of our institutions. The solution to problems in your specific field, the exchange of ideas for improvement in techniques, and the continued research and dissemination of results have, and will, play a large part in helping solve many of our future problems.

So far I have sounded pessimistic. However, small colleges, as well as large universities, can do an excellent job in personnel. Although they do not have the funds or the staff which are available to larger universities, there is no reason that, with the desire, they cannot get a better job done. Too many representatives of small institutions come to meetings, such as this one, and acquire valuable information, yet return to their own campuses and drop back into the same old rut. All that is needed is the desire to make use of the information and help received.

Admittedly the small college has many tough problems, but in my opinion the business manager, or whatever his title may be, can set up a small, adequate, and efficient personnel organization.

Assuming that the college is small, and scratching the bottom of the barrel to make ends come relatively close at the end of the year, the personnel functions can be centralized in the business office with little or no additional expense. This centralization would not constitute an added function, because many business officers are serving in this capacity knowingly or unknowingly. The important thing is for this officer to make use of the literature in the field and to plan definitely to set his personnel functions in workable order. It will be necessary for him to obtain the cooperation of the other administrative offices in this program, which, in turn, should look to the business office for staff personnel. While the business officer should make the final decisions as to employment or non-employment, he can rely heavily on certain other administrative officers for preliminary screening of maintenance employees. In the operation of the physical plant, the business officer may look to his superintendent of buildings and grounds; in the residence halls, to the residence hall director, and in the operation of the food services, to the food service director. In addition to initial screening and interviewing, these administrators can relieve the business officer

by outlining in detail the job requirements and duties expected of the employee, as well as the fringe benefits of the particular institution. This centralized type of personnel organization is no different, in its general aspects, from a centralized purchasing function, or accounting function, or any other of the responsibilities that are the business officer's duties.

Where the staff is large enough in the business office, this function could be delegated to an assistant or to some other officer, but the business officer would remain the individual on whom the president would have to rely for the functioning of the program. The president should be kept informed periodically as to the program, and his opinion should be obtained on all major policy changes. In a small college, whether correct or not, the constituents of the college communiy expect the president to have all answers to all things. Proper liaison, however, can be very helpful.

The staff member in charge of the personnel function should make use of, as I have already indicated, the material in the field, the knowledge of his colleagues in the larger universities, and the facilities of his own institution, such as the testing services or psychology department. The responsibility for job analysis and for job specifications belongs also in the personnel program, and although they may not be carried out in as specific a manner as in the larger institutions, many headaches and much turnover of staff can be avoided if these functions are executed properly.

To summarize:

1. The trustees of small colleges look to the president for the proper operation of the institution.

2. The president should look to the business officer for the proper operation of the business and related fields, exclusive of purely academic areas, and particularly insofar as personnel is concerned.

3. The business officer should assume the responsibility for the staff personnel organization and its proper functioning.

4. If there is courrently no formal personnel program, it seems to me that the business officer, or some other appropriate administrative official, should be asked to assume responsibility for such a program, no matter how modest. But it must be a good one if the desired results are to be obtained.

This organization has made great strides in a few short years. Your task in the future will be even more exacting and rewarding to you and the institutions you serve and to higher education in general. I wish for the College and University Personnel Association continued growth and success in its fine work. It has been a real pleasure to get back home again for even so short a time.

A POLICY FOR INTERDEPARTMENTAL PROMOTION

Charles T. Clark
Director, Classified Personnel
The University of Texas

The word "promotion" is a fighting word on many campuses, and the job of developing and administering a sound promotional policy is one of the toughest jobs faced by any campus personnel officer.

Recently the Classified Personnel Office at The University of Texas made a study to determine the scope of the problem and to learn what is being done by some institutions to provide a workable approach to the problem.

In the recent issue of **Employee Personnel Practices in Colleges and Universities***, 105 campus personnel officers were asked the question: "Do you have a systematic policy and procedure for interdepartmental promotions and transfers?" Only forty-three (41%) said that they do. Twenty-eight of these were asked to answer a questionnaire and to send copies of their promotional policies for comparison and study. Responses were received from the following institutions:

Brigham Young University
University of California
The University of Chicago
Universrity of Colorado
Florida State University
University of Florida
University of Illinois
Indiana University
State University of Iowa
University of Maryland
Massachusetts Institute of Technology
Michigan State University
University of Michigan
University of Minnesota
The University of Nebraska
University of North Carolina
Ohio University
University of Oklahoma
Purdue University
San Francisco State College
San Jose State College
Southern Methodist University
Washington University
The University of Wisconsin

Their comments are summarized briefly in the following paragraphs.

*Employee Personnel Practices in Colleges and Universities, (College and University Personnel Association; Champaign, Illinois: 1954), p. 60.

In the development of an interdepartmental promotion policy, the Personnel Director is almost always charged with major responsibility for making the study and developing the policy. In seven different schools a special committee, or the Personnel Advisory Board, has a hand in propagation of such a policy. In several instances either the Business Manager or the President has to approve the policy before it can be put into operation.

Once the policy is adopted, the primary problem centers around informing and convincing supervisors and departmental officials of the value of such a policy. In most instances a department head is extremely reluctant to lose a good employee and will go along with the promotional policy only if he can be sold on the fact that it is beneficial from the standpoint of the university. Most personnel directors reporting feel that a promotional policy set forth in detail and well publicized has the best chance of success. The most popular method of informing supervisors is to mail the new policy directly to them. In some cases this is accompanied by a directive letter from the President and more often with a letter from the Personnel Officer. Individual conferences with supervisors are often necessary.

Most schools found that informing the employees of the new policy of interdepartmental promotions is a responsibility too great to leave to the departmental supervisor alone. Copies of the policy are sent to employees. The employee is reached directly by the personnel handbook and the employee news organ. The employee orientation program is providing a good opportunity to inform new employees. Even so, the "grapevine" very often is the organ which finally carries the information to the employee, who then goes to the personnel office to get facts concerning the promotional policy. In the majority of the schools surveyed, the employee himself initiates the resquest for an interdepartmental promotion. While it is standard procedure for the supervisor having a vacant position to list his position with the Personnel Office. it is felt that the supervisor should not make the initial contact with an employee outside of his own organization. Most personnel directors feel that the employee himself should not go directly to an office having a vacancy, but should go to the personnel office where all promotions are coordinated. Only five schools reported that they require the employee's present supervisor to initiate the request for an interdepartmental promotion.

There appear to be three basic ways in which an employee must qualify:

1. He must serve a minimum period of satisfactory employment with the institution. This is usually six months to one year.

2. He must have the favorable recommendation of his present supervisor.

3. He must have the minimum qualifications for the new position. Eleven schools require a formal written examination.

Twenty-three of the twenty-four reporting institutions require the approval of the personnel director, the supervisor of the department with the promotional opportunity, and the employee before a promotion takes place. Fourteen require, in addition, the approval of the super-

visor of the department losing the employee. Two schools require that a replacement be found and trained for the employee before the transfer. Only one out of four schools reported satisfaction with its present policy. About one-half of them felt they are on the right track but still have unsolved problems. The remaining fourth either failed to answer or feel they need to back off and make another attempt at developing a more effective policy.

There seems to be almost unanimous agreement that no personnel program is complete unless it provides a systematic approach to the problem of interdepartmental promotions. A policy is needed to assure the capable employee that he will advance to the extent of his ability and to assure the institution of the most effective use of its staff.

TABULATED RESULTS OF SURVEY

INSTITUTIONS REPORTING:

Questionnaires were sent to 28 colleges and universities who indicated in the latest issue of **Personnel Practices in Colleges and Universities** that they had such promotional policies in operation. Replies were received from 24 institutions. (See list above.)

ANSWERS TO QUESTIONS IN THE QUESTIONNAIRE:

1. Who helped to develop your policy?

22 Personnel director
6 Business officer
5 Special committee
2 Employee council
2 Personnel advisory board

2. How was your policy made known to supervisors and departmental officials?

12 Copies of the policy
9 Personnel handbook
5 Letter from the personnel office
4 Employee news organ
4 Discussions with supervisors
1 Directive letter from the President

3. How was the policy made known to employees?

10 Personnel handbook
8 Explanation by supervisor
7 Employee news organ
7 Copies of the policy
4 The "grapevine"
3 Orientation program

4. Who initiates the request for an interdepartmental promotion?

18 Employee
14 Personnel office

12 Supervisor having a vacant position
5 Employee's present supervisor

5. In which of the following ways must an employee qualify to be considered for a promotion?

10 A minimum length of service with the organization
7 A minimum length of six months of service with the organization
3 A minimum length of one year of service with the organization
15 Recommendation of employee's present supervisor
11 Pass an examination
6 Must meet general qualifications but no examination

6. Who of the following must agree to the promotion before it can be approved?

24 Personnel director
23 Supervisor of the department gaining the employee
23 Employee being promoted
14 Supervisor of the department losing the employee

7. How do you feel your present policy works?

13 Very helpful, but presents some problems
6 Works well, a real asset
2 Needs an overhaul; too many misunderstandings
1 Not used often

SALARY VERSUS JOB PERFORMANCE — SYSTEM OR GUESSWORK

"A potential source of personnel costs and also personnel dissatisfaction in a company is the relation between the employee's job efficiency and his salary," reports Industrial Psychology, Inc., national psychological research organization. "With today's emphasis on the guaranteed annual wage, shorter work week, and other company-underwritten benefits, top management requires a scientific approach to payroll costs."

A sound program of wage and salary administration involves four systematic steps: job description and evaluation, correct employee placement on a specific job, periodic reviews of his job efficiency, and a numerical system of relating job efficiency to salary paid.

Step 1. Job description and evaluation. This involves a written description of the duties, functions and responsibilities of each job or job area in the company. The jobs are then located on a scale in terms of their importance. Job importance is determined by evaluating each job on factors such as physical, mental and skill requirements, responsibility, working conditions, etc. A salary range is then set for each job or job area. The salary range has a minimum (also usually entry) salary, and a maximum salary for the job. A junior clerk job, for example, may have a minimum salary of $175.00 per month, and a maximum of $220.00. This range may then be broken down into steps, for the purpose of salary increases. The end result of a sound job description and job evaluation program is a system for paying employees which has a logical and objective basis, and is applicable company-wide. Entry salaries and salary increases are pre-set by the system, not by individual decisions of the moment.

Step 2. Correct employee placement in his job. The new employee enters a specific job in the company, usually at the minimum or entry salary. He then climbs the salary ladder in relation to his job performance or efficiency, with increases based on merit not mere seniority.

In order to be sure that he can climb the salary ladder, the new employee must be properly matched to his job. This is carried out in the employment procedures, by psychological testing and interviewing. Putting an employee on a job for which he lacks the psychological qualification is poor employee relations, in that the chances are against his getting very much above the minimum salary level. Such an employee is not only a liability in terms of production, but his own mental health suffers from his job misplacement.

Step 3. Periodic efficiency reviews. The employee is now working on a certain job at the entry salary. After three months, a scheduled review is made of his efficiency, in part to see if his performance justifies a raise. This can be best accomplished by a sound merit rating program. New developments in merit rating have reduced the amount

of guesswork, favoritism, and influence, and provide the supervisor with a technique which is objective and systematic. Newer merit rating systems furnish an overall score and also part scores on various phases of an employee's job performance. Merit rating should be carried out three months after the employee is on a new job, after six months on the job, and every six months thereafter.

Step 4. Relating efficiency to salary. With merit rating results expressed as numbers and the job salary range expressed as numbers, a scale such as that below can be constructed for each job in the company:

Merit Rating→	1	2	3	4	5	6	7	8	9
Salary ——→	performing below minimum salary		$200	$205	$212	$222	$236	$250	special salary plan

In the table, a merit rating score of 3 is set up as equivalent to the minimum salary for the job, and a merit rating score of 8 as the maximum salary.

By the use of such a table for each company job, salary inequities become immediately apparent. For example, an employee who scores at 4 on merit rating and is being paid $222.00 is "overpaid." He is being paid at a 6 efficiency level, but performing at 4. The company is actually losing $17.00 per month on this employee, and is also creating a morale problem with other employees.

The other type of inequity is the "underpaid" employee. He is rated, for example, at a 7 score, but is making only $205.00 (equivalent to a 4 rating). Unless special ratings are set up for this employee so that he can advance his salary up to his efficiency level, he will soon decide to change to another company where the salary plan is more equitable. Employees with only one or two years seniority should be particularly watched in this respect, and also the supervisor who believes that no employee should receive an above-average salary until he has completed 25 years of company service.

It should take the average employee two years to move from the minimum to the maximum of the salary range. Some employees will never reach the maximum, since their performance will level off at the 5 or 6 efficiency level. Their salary should also level off at this point.

The personnel director should present to management inequity information such as the above for each employee in the company, at least twice a year. Salary administration is a two-headed problem, having a large bearing on company profit and loss, and also on employee morale. It is thus a top management responsibility.

— Industrial Psychology, Inc., Research Center, Tuscon 6, Arizona.

"OWED TO" THE UNIVERSITY PERSONNEL SYSTEMS

Apologies to Abe Lincoln, all historians, statesmen, poets, and others

Paul A Hartley

Associate Director of Nonacademic Personnel
University of Illinois

Some score and some years ago, our administrators brought forth upon the unsuspecting faculty and Department Heads a new Personnel Program, conceived in desperation and dedicated to the proposition that all men and women are dying to work for institutions of higher learning. (Silly, wasn't it?)

Now we are engaged in a great mass of examinations, testing whether that program, or any program so confused and so bound with red tape, can long endure. We are met on the field of battle surrounded by the ramparts of forms — examination, resignation, employment, temporary, and other varieties. We are dedicating a large portion of our waking hours to the interpretation and meaning of Policy, Rules, and Regulations, which in turn we dedicate to those men and women who will follow us, just as confused as we are.

It is altogether anguish and torture that we should do this. But in a legal sense we cannot evade — we cannot cheat — we cannot understand this program. The administrators and technicians, clever and sly, who cogitated here, have gone far beyond our humble power to think or understand.

Our employees will little note nor long remember what we sacrifice here, but the Administration can never forget what we report to them. It is for us, rather, to be devoted here to the program which the Presidents and the Boards of Trustees have thus far so nobly put upon us — from these vanished hours of tranquility before the altar of Personnel Service — we take increased devotion to the few peaceful hours remaining. We resolve that next year will not find us lacking in getting all forms to Payroll on time — the Red, the White, and the Blue.

That these Administrators and Boards of Trustees shall figure out more rules, more regulations, we cannot doubt, but we, the Personnel staff, will retain our integrity and our cussedness until the end of time to plague the Administrators and the Boards.

Iowa's Arlyn C. Marks (left), new President of CUPA, confers with vice-president E. C. Clark of Rutgers University (right) and L. H. Glander, outgoing president, of Michigan State University.

Marvis L. Williams, Carleton College, "points with pride" to the growth of CUPA during the organization's Ninth Annual Conference at the State University of Iowa, July 17-20. Looking on are Mrs. Maida E. Harper (left), of South Dakota State College and Mrs. Clara Stimson, University of Rochester.

WE POSE FOR OUR PICTURE, NINTH ANNUAL CONFERENCE, 1955

Front row, left to right: John D. Gantz, Mrs. L. H. Glander, Marion H. Darr, L. H. Glander, Stanley Ross, Mrs. Roy Schuckman, Roy Schuckman, Max M. Sappenfield, Orie E. Myers, Jr., Walter G. Cooper, Frank F. Morris, James N. Ewart, Burt W. Ames, Elwood C. Clark, Theodore J. Woloson. **Second row, left to right:** Robert C. Gullion, Leota F. Pekrul, Marian M. Rose, Nancy C. Mitchem, Diedrich K. Willers, Mrs. Clara Stimson, Mrs. Maida E. Harper, J. R. Jannasch, James W. Webb, Paul J. Jenkins, John D. Shingleton, Edgar P. Swanson, Mrs. Edgar P. Swanson, F. P. Pettengill, Shelton F. King. **Third row, left to right:** Wilson A. Evans, L. W. Davis, Audrey J. Patrick, Donald E. Dickason, Mrs. Donald E. Dickason, Mrs. Anabel C. Gilroy, Charles T. Clark, Joe Kennedy, J. J. Hickson, Herschel Nuss, Margaret Olivet, James A. Williams, David T. Wiant, Harold A. Thomson. **Fourth row, left to right:** George W. Fogg, Mrs. Mary D. Weiss, William Poore, Frank Ives, Fred C. Ford, Kathryn G. Hansen, W. L. Pedersen, Joseph W. Meyer, James D. Morgan, William C. Greenough, Robert O. Watson, Mrs. Robert O. Watson, Mrs. Leonard D. Harper, Leonard D. Harper, Donald M. Anderson, Arlyn C. Marks.

PROFESSIONAL STANDARDS FOR PERSONNEL WORKERS

Because the subject of personnel standards is of interest to each of us, we thought you would like to have the following summary of a recent speech made by Dr. Ordway Tead before the Women's Personnel Group of Philadelphia, International Association of Personnel Women.

Dr. Tead's career has combined theory and practice in a number of related fields. In administrative, teaching, editing and writing activities, he has sought to show the interrelations of the social sciences with the practice of business management, public administration, and higher education.

Beginning in 1912 with three years of residence in the South End (settlement) House in Boston immediately after graduation from Amherst College, his interests led him into consulting work and teaching in the field of labor relations, both of which occupied his time during the first World War on behalf of the United States Government.

Ever since conducting War Emergency Courses at Columbia University in 1917-18, he has retained his connection there as Lecturer in Personnel Administration and now as Guest Professor of Industrial Relations. He was also a member of the faculty of the New York School of Social Work, 1921-29.

After five years as an editor for the McGraw-Hill Book Company, he became, in 1926 Editor of Social and Economic Books for Harper & Brothers, which position he still holds, in addition to being a director of the company. He is past President of the Society for the Advancement of Management; from 1938 to 1953 he was Chairman of the Board of Higher Education of New York City, of which he is still a member; and Chairman of the Board of Trustees of Briarcliff Junior College since 1942. He was a member and consultant of the President's Commission on Higher Education, 1946-47. He has received the degree of honorary LL.D. from St. Lawrence University, Keuka College, American International College, Bard College, and Northwestern University and the degree of L.H.D. from Amherst College and Brooklyn College. He has been a member of the United States National Commission for UNESCO. He is on the Executive Committee of the Board of the Institute of International Education. His published books include: "Personnel Administration" (with Henry C. Metcalf), "Human Nature and Management," "The Art of Leadership," "College Teaching and College Learning," "The Art of Administration," "Trustees, Teachers, Students: Their Role in Higher Education and Character Building."

Dr. Tead defined Personnel as a Staff Department, integrated by connections with top management, stressing human relation angles of total management problems, and performing certain specialized services for all other managers.

He had four points for good personnel functioning — namely:

Creativity: Having sufficient confidence in self to release and encourage what is best in man's nature. The individual who creates best, contributes best, Make sure outlets occur for creativity in humbler jobs.

Cooperation: Point up need for unity of purpose or aim. Good cooperation requires that all organize facts, give voice, share facts, listen, then agree.

Communications: Communication occurs when persons or groups face a problem or an experience together, make genuine efforts to understand each other's point of view; search for a commonly acceptable agreement or solution as to the issue in question and use this as a basis of action. Good communication requires good honest intention and good management listening. It is successful when there comes a difference in attitude and conduct. For management, it is a healing influence.

Community: Know that employee community roots show individual strength of character. Realize that if we are to defend a free, open-lid dynamic society (democratic), we have to do in the company the things which strengthen this, including employee reactions and relations. The life of industry cannot remain apart from the life of a free society.

Dr. Tead's suggestions toward

A CODE OF ETHICS FOR PERSONNEL WORKERS

1. People are ends in themselves; they are not primarily means to carrying out ends of someone else.

2. The personnel worker is concerned to implement the company interest in the whole man. This implies that aspects of the individual's desire for growth, creativity, security, status, approval, sufficiency of reward, stake in the enterprise, sense of accomplishment and the like, are all concerns of the personnel worker.

3. Companies have plural aims which are long run and short run, which are primary and secondary. To get the employee (1) to understand these, (2) to see how far his own interests are wisely reconciled with the aims of the company, (3) to assure that in fact such a harmonizing occurs to the fullest extent possible, are duties of the personnel worker.

4. Problems faced by workers at work are of two broad kinds — personal and group (that is, those they basically share with their fellow-worker). The resolution of such employee problems (personal and group) is facilitated by the fullest possible confrontation of all relevant facts. Every problem has at least two sides to be discovered. To discover these, to secure objective evidence to the maximum possible extent, to gain acceptance for such evidence by those implicated in

reaching a decision — these are responsibilities of the personnel worker. Personnel workers thus have the problem of trying to reconcile, in the conduct of the day's work, the employee's rightful search for personal expression and growth, and the company's search for productivity of reasonable quantity and quality.

5. Personal amiability on the part of the personnel worker is important and essential. But it is no substitute for justice and wisdom. And justice is not what the employer thinks is just — but what both employer and employee, when in full possession of the relevant facts, agree is just for the time being and under all the circumstances.

6. The total outlook and integrity of the personnel worker are more important to his effectiveness than any professional manners or means which he professionally employs. "What you are speaks so loudly I cannot hear what you say." Your responsibility is not to manipulate and decide the destinies and choices of others but to lead them to decisions which commend themselves to those involved after all possible shared examination of the problem has taken place.

7. If it is assumed that the personnel worker has a professional (or partially so) relation to the worker (on the analogy of the physician), he must be prepared to respect the confidence of the worker where it is reposed in him in ways that might be prejudicial to the worker's status in the company. This is a delicate issue. But either the personnel worker does not invite certain personal confidences — or he does not betray them.

8. Personal effectiveness in action requires total physical and mental fitness. Sensitiveness to the subleties of personal and group relationships is a further requirement which can be developed by conscious intention.

9. People rightfully seek leadership. But they will accept it and continue so to do only where they are convinced that their leaders know what the followers want within the realm of the practical, know how to help them get it, and are helping them to get it. Leadership is not hypnosis; it is the organized provision of occasions for a shared pursuit of common ends, persuasively presented, and resulting from full two-way communication.

10. The responsibility of the foreman or line department head for the competent conduct of his department is a unitary one. And direct efforts of personnel workers to help facilitate human relations within a department are subject to the agreement of the foreman.

11. The power of authority of one person over others (whether in line or staff relations) derives in fact not from position solely, but also from the genuine and evident concern of the person in power to help realize ends which the employee believes, or comes to believe, he wants to share in achieving.

12. A staff demand for the exercise of authority is a confession of weakness.

13. A code of standard practice is only as good as the wisdom and sincerity of the personnel worker in putting it into practice.

— from Program Pointers.

SHORTHAND TEST ADMINISTRATION BY TAPE RECORDING-PLAYBACK

W. L. Pedersen
Senior Personnel Representative
University of Minnesota

Can shorthand tests be administered effectively by machine playback methods?

During the past few months the Personnel Department, University of Minnesota, has been experimenting with administration of shorthand tests by playback on tape recording.

After considering the merits of several playback methods this tape recorder experiment was set up, to determine whether:

1. Tape recorder method would be time saving for the test administrator.
2. More constant testing factors could be maintained.
3. There would be any effect on test scores or attitude of applicants taking the tests.

Method used

To date, the shorthand practice test and three forms of the 80-wpm-tests have been recorded on a tape recording machine for tryout. Since the psychometrist, a woman, was most familiar with the exact timing of the tests, the tape was cut with a woman's voice. It is also planned to try out a man's voice to determine applicants' preference in taking the tests.

Preliminary instructions are dictated on the tape immediately preceding the practice test. There are 13 foot spaces between the practice test and each of the three tests, enabling the psychometrist to locate easily the specific test required for each applicant. A multi-colored tape will eliminate any problems in locating the desired tests when permanent tape is cut.

A separate room is used for administering the tests. The testee is seated close to the machine so that voice volume is constant. The preliminary instructions followed by the three-minute practice dictation is then played. The applicant is then checked on ability to take dictation at requested speed. If the practice test went well, the testee then takes the test.

Results (advantages) obtained

Several advantages result from the use of a tape recorder for test administration. These are:

1. All test factors are identical for all applicants. The time factor is the same, thus eliminating any slight variation of a few seconds, as

may occur in direct verbal dictation. Voice tone, emphasis, inflections, pauses, etc., are the same for all applicants.

2. As a time-saver, it serves a great advantage where only one psychometrist is on the staff. It permits the psychometrist to start the testee; then leave her alone to complete the test. Other tests may then be easily administered by the psychometrist rather than be required to "sandwich in" shorthand dictation while three or four other applicants are also being tested.

Much more uninterrupted time is available for actual scoring and test administration. The testing process for other applicants is never forced to a standstill resulting in loss of their time.

3. Applicants favor taking dictation from a tape recorder. They can hear well, and the words are easily understood. The applicants express a feeling of being less self-conscious and "jittery" under this type of testing situation.

No objections have been raised against taking the dictation from a woman's voice, and no applicant has yet felt that she could have done better by direct verbal dictation.

NEW FEDERAL INCOME TAX BASIS FOR ANNUITANTS WHO WERE IN PUBLICLY SUPPORTED RETIREMENT PLANS PRIOR TO 1939

The Internal Revenue Code of 1954 contains a provision, apparently not widely known, offering a tax saving during retirement to persons included prior to 1939 in annuity plans of publicly supported institutions, regardless of where subsequently employed. Private as well as public institutions will be interested in this, since some employees of private institutions have formerly participated in public retirement plans.

In general, the new tax law allows the retired annuitant to receive tax-free each year a certain percentage of his yearly annuity income. This percentage is said to represent a return of his "investment in the contract." He reports the remaining part of the annuity income he receives each year as taxable income. In computing his investment in the contract, the more he can properly include as part of his investment, the less he will have to report as taxable income each year.

Under retirement annuity plans, the annuitant's investment in the contract is ordinarily the total of premiums paid by him to the contract. Section 72(f) of the Internal Revenue Code of 1954 further provides, however, that employer contributions may also be included in the investment in the contract if at the time such conributions were made they would not have been taxable income if paid directly to the employee. Prior to 1939 the salaries of state or municipal employees were exempt from federal income tax. **Thus a person who was covered by the TIAA plan at a publicly supported university prior to 1939 may include in the "investment" for his annuity the amount of premiums paid by the university during that period.** This is true whether or not the person continued at his original institution, and whether or not premiums were continued on his contract from any source if he went elsewhere.

This provision does not apply under plans that were not being funded (i.e., where no premiums were actually being paid) during the period prior to 1939, even though services rendered prior to 1939 may have been included in a formula for computation of prior service benefits or contributions.

The application of this treatment of employer contributions made before 1939 is quite clear for persons retiring after January 1, 1954. Since there has been some doubt as to the way in which the new law affects persons who retired before that date, TIAA has obtained a clarifying ruling from the Internal Revenue Service. This ruling states in substance that for those persons who retired before January 1, 1954, the full amount of contribution made by a publicly supported institution prior to January 1, 1939, rather than only a part thereof, is to be

included in the investment in the contract, used in computing the tax-exempt part of the annuity as of January 1, 1954.

TIAA is applying this new provision of laws as clarified in the later ruling in computing taxable income for annuitants retiring now and hereafter, where we know that part of the premiums were paid by a public institution prior to 1939. Because of the difficulty in identifying as former employees of public institutions those persons who have already retired, any assistance in such identification would be appreciated. Retired TIAA annuitants affected by this provision should write to us, giving the necessary information. We will then be able to recompute taxable income and provide a correct report. — Bulletin, Teachers Insurance and Annuity Association of America, September, 1955.

EXCERPTS FROM EXECUTIVE COMPENSATION — U. S. STATE GOVERNMENTS

A Report Compiled by

Boynton S. Kaiser
Chief Personnel Officer and Lecturer, Department of Political Science
and
Dorothy E. Everett
Personnel Technician
University of California

July, 1955

HIGHEST SALARIES FOR STATE PERSONNEL DIRECTORS

Annual Salary	Title	State
$18,500.00	Pres., Civil Service Commission	New York
18,000.00	Pres., Dept. of Civil Service	New Jersey
15,600.00[a]	Personnel Dir., Civil Service Comm.	Michigan
13,800.00	Exec. Off., State Personnel Board	California
12,960.00[b]	Personnel Director	Connecticut
12,108.00[c]	Director of Personnel	Pennsylvania
12,000.00[d]	Director of Personnel	Louisiana
11,530.00[e]	Exec. Dir. of St. Civ. Service Comm.	Pennsylvania
11,280.00[f]	Dir. of Personnel and Standardization	Massachusetts
11,200.00	Director of Civil Service	Minnesota
10,500.00	Director of Personnel	Wisconsin
10,000.00	Director of Civil Service	Massachusetts
9,900.00	State Dir., State Personnel Department	North Carolina
9,660.00[g]	Civil Service Director	Oregon
9,552.00[h]	Director of Personnel	Washington
9,420.00[i]	Civil Service Exec.	Illinois
9,000.00	Director, Merit System	Florida
8,500.00	(Personnel)	Virginia
8,340.00[j]	Personnel Adm.	Rhode Island
8,050.00[k]	Director of Personnel	New Hampshire
7,800.00	Dir., Department of Personnel	Tennessee
7,592.00	Director of Personnel	Maine
7,500.00	Comm. of Personnel	Maryland
7,500.00	Personnel Director	Alabama
7,500.00	Director, Personnel Board	Indiana
7,500.00	Civil Service Commiss. (3)	Colorado
7,500.00[l]	Personnel Director	Utah
7,270.00	Exec. Secretary, Merit System Admin.	Georgia

7,200.00 & 6,480.00	2 Top Jobs in Personnel	Kentucky
7,068.00[m]	Personnel Director	Nevada
7,000.00	Dir., Department of State Personnel	Montana
6.500.00[n]	Sec. & Dir., Department of Finance	South Dakota
6,000.00[o]	Personnel Director	Vermont
6,000.00	Director, Personnel Division	Montana
5,940.00[p]	Director of Personnel	Iowa
5,16[illegible].00	Personnel Director	New Mexico

Highest salaries for State Personnel Directors are from 34 states. Information not available for Arizona, Arkansas, Delaware, Idaho, Kansas, Mississippi, Nebraska, North Dakota, Ohio, Oklahoma, South Carolina, Texas, West Virginia and Wyoming.

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[a]Range $13,000 — $15,600
[b]Range $ 9,120 — $12,960
[c]Range $10,260 — $12,108
[d]Range $ 9,000 — $10,500
[e]Range $10,260 — $12,108
[f]Range $ 9,480 — $11,280
[g]Range $ 8,328 — $ 9,660
[h]Range $ 8,016 — $ 9,552
[i]Range $ 6,300 — $ 9,420
[j]Range $ 6,720 — $ 8,340
[k]Range $ 7,000 — $ 8,050
[l]Range $ 5,100 — $ 7,500
[m]Range $ 7,068 — $ 8,556
[n]Also Dir. of Div. of Employment
[o]Range $ 5,000 — $ 6,000
[p]Range $ 5,040 — $ 5,940

HIGHEST SALARIES IN STATE PURCHASING DEPARTMENTS

Annual Salary	Title	State
$17,000.00	Comm. of Standards and Purchase	New York
15,000.00	Sec. of Prop. and Supplies	Pennsylvania
13,500.00[a]	Dir., Purchasing Div.	Michigan
13,200.00[b]	State Purchasing Agent	California
13,000.00	Dir., Div. of Purch. and Property	New Jersey
12,960.00[c]	Superv. of Purch.	Connecticut
12,108.00[d]	Dep. Sec. of Prop. and Supplies	Pennsylvania
12,000.00	Exec. Dir., Board of Contr.	Texas
11,180.00[e]	Purchasing Agent	Rhode Island
10,500.00	Dir. of Purchases	Wisconsin
10,098.00	Dir. of Purch.and Contr.	North Carolina
10,000.00	State Purchasing Agent	Massachusetts
10,000.00	State Purchasing Agent	Illinois
9,728.00	Chief-Purch. Bur.	Maryland
8,784.00[f]	(Purchasing)	Virginia
8,748.00[g]	Superv. of Purch.	Washington
8,500.00	Purch. Agent	Colorado
8,400.00	Purch. Agent	New Mexico
8,280.00[h]	Purch. Dir.	Minnesota
8,100.00	State Purchasing Officer	Louisiana
8,050.00[i]	Dir., Division of Purch. and Prop.	New Hampshire

7,800.00	Dir., Department of Purchasing	Tennessee
7,764.00[j]	Director of Purchasing	Nevada
7,560.00[k]	Purchasing Agent	Oregon
7,500.00 & 6,720.00	2 top jobs in Purchasing	Kentucky
7,500.00	St. Purch. Agent, Director	Arkansas
7,500.00	Ex. Sec., Purch. Council	Florida
7,500.00	Superv. of Purchases	Georgia
7,140.00	St. Purch. Agent	Wyoming
7,000.00	Dir. of Purchases	West Virginia
6,604.00	Maine, St. Purchasing Agent	Maine
6,000.00	Purchasing Agent	Utah
6,000.00[l]	Purchasing Agent	Vermont
6,000.00	Purchasing Agent	Missouri
5,520.00[m]	Purchasing Agent II	Iowa
5,500.00	Purchasing Agent	Idaho
3,840.00	St. Purchasing Agent	North Dakota

Highest salaries in State Purchasing Departments are from 36 states. Information not available for Alabama, Arizona, Delaware, Indiana, Kansas, Mississippi, Montana, Nebraska, Ohio, Oklahoma, South Carolina and South Dakota.

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[a]Range	$11,100 — $13,500	[g]Range	$ 7,440 — $ 8,280
[b]Range	$12,000 — $13,200	[h]Range	$ 7,000 — $ 8,050
[c]Range	$ 9,120 — $12,960	[i]Range	$ 6,432 — $ 7,764
[d]Range	$10,260 — $12,108	[k]Range	$ 6,384 — $ 7,560
[e]Range	$ 7,032 — $ 8,784	[l]Range	$ 5,000 — $ 6,000
[f]Range	$ 7,344 — $ 8,748	[m]Range	$ 4,800 — $ 5,520

NEWS, NOTES, AND QUOTES

Tenth Annual Conference

The tenth annual conference of the College and University Personnel Association will be held at Cornell University, Ithaca, New York, from August 5 to August 8, 1956. As hosts, we have been asked to plan the program. We would appreciate your assistance in making tentative arrangements.

If you attended the 1955 Conference, or have attended in previous years, would you pass on to us any suggestions, observations, or criticisms that you may have which you believe would improve our program?

If you have not been fortunate enough to attend our meetings, would you be kind enough to indicate the type of program that would be of interest to you?

We would appreciate receiving any suggestions soon.

D. K. Willers, Personnel Director
Cornell University

Midwest Regional Conference

Plans are under way for the Midwest Regional Conference of the Association. The University of Chicago, through Fred Bjorling, Director of Personnel, has graciously offered their facilities. The Conference will be held on February 3, 1956.

Please begin making your plans to attend.

Theodore J. Woloson, Personnel Officer
Wayne University

Among Ourselves

Murl S. Hendrickson has accepted a position as Administrative Vice President of the Mountain Savings and Loan Association, Boulder, Colorado. He was formerly Director of Nonacademic Personnel at the University of Colorado, and has served the Association as National Secretary-Treasurer.

Frank Ives, who has been serving as Director of Personnel at the University of Oklahoma, has gone to the University of Colorado position.

Nick Wessell, Associate Director of Personnel at Harvard University, suffered a health setback during the summer, and we hope that he is now fully recovered.

Albert F. Sise, formerly Executive Director of the Servomechanism Laboratory, Massachusetts Institute of Technology, has been appointed Personnel Director at that institution. **R. Colin Maclaurin**, formerly Personnel Director, has been made Director of the Office of General Services, which includes personnel, dormitory, and dining services, and conference house operations.

George W. Armstrong, after twenty-nine years of service to the University of Pennsylvania, will be retiring on June 30, 1956. However,

in order to utilize his wide experience and knowledge, he will continue with the University during the current year as Consultant on Personnel Affairs, and will assist the administration in the development of an improved personnel benefits program. **Fred C. Ford**, who has been serving as Associate Director of Personnel, became Director of Personnel on October 1.

New members of the Association since June, 1955, include: **Leland Bachman**, Business Manager, Goshen College, Goshen, Indiana; **William Dansker**, Manager of Services, Brandeis University, Waltham, Massachusetts; **Alfred J. Johnson**, Business Manager, Denison University, Granville, Ohio; **Miss Jean McLaughlin**, Personnel Administrator, Vassar College, Poughkeepsie, New York; **Douglas G. MacLean**, Personnel Director, Clemson Agricultural College, Clemson, South Carolina; **Roy Schuckman**, Executive Assistant to Administrative Vice President and Comptroller, Earlham College, Richmond, Indiana; **C. A. Roeber**, Business Manager, A. & M. College of Texas, College Station, Texas.

Institutional memberships have been extended to **The Canisius College of Buffalo**, Buffalo, New York; **The Citadel**, Charleston, South Carolina; **Berea College**, Berea, Kentucky; **Illinois Wesleyan University**, Bloomington, Illinois; **Graceland College**, Lamoni, Iowa. At these colleges and universities, we welcome the following representatives: **Reverend Joseph T. Clark, S.J.**, Director of Student Personnel Services, **Edward J. Walsh**, Business Manager and **Reverend Patrick J. Cohalan, S.J.**, Treasurer, of The Canisius College of Buffalo; **Colonel J. W. Duckett**, Registrar, **Lt. Col. J. F. Bosch, Jr.**, Quartermaster, and **Major General Joseph P. Sullivan**, Dean, of The Citadel; **L. D. Bibbee**, Vice President in Charge of Business Affairs, and **Wilson A. Evans**, Dean of Labor, Berea College; **Philip Wayne Kasch**, Comptroller, Illinois Wesleyan University; **James B. Burdick**, Vice President-Treasurer, Graceland College, **Miss Clara C. Engle**, Assistant to Vice President-Treasurer, Graceland College.

Committee on By-Laws Revision Meets

The Association's Committee on Revision of the By-Laws met on October 3 in Chicago. Present at the meeting were **Arlyn C. Marks**, Director, University Personnel Service, State University of Iowa, President of the Association; **Donald E. Dickason**, Director of Nonacademic Personnel, University of Illinois, and Director of the University Civil Service System of Illinois, Executive Secretary of the Association, **John D. Shingleton**, Assistant Director of Personnel, Michigan State University; and **Mrs. Mary D. Weiss**, Personnel Assistant, Washington University. Special attention is being given to a thorough revision of the dues structure.

From the Bookshelf

For a long time we have heard, and know for a fact, that first-line supervisors have lost status in many organizations. This has come about because, in the more complex organizational patterns, rules, systems, and contracts have imposed new procedures which differ from those in effect at the time when a worker appeared, worked, was paid, and

"that was that".

With all the new "gimmicks" in the employment field, many people in personnel have tried to create some device which would give responsibility back to the first-line supervisor. There has recently come to me a copy of "Personnel Practices Manual for Supervisors," published for use at the George Washington University Hospital, Washington, D.C.

This Manual is well organized into sections. Each section is devoted to pertinent personnel problems, and in each case the related regulations of the institution are given. In addition, the supervisor is told the form to use in notifying the personnel office of each transaction. This Manual gives information for day-to-day operation.

If there had been included either samples of the forms mentioned, or sketches of the forms, the Manual would be more helpful, especially to a new supervisor.

Copies of this Manual are available at the Personnel Office of the George Washington University, Washington 7, D.C. The price is $2.00.

This Manual is not the final answer and would have to be adapted to meet each institutional situation. It is a good example of how one institution is trying to bring the first-line supervisor back on the management team. — **Paul A. Hartley**, Associate Director of Non-academic Personnel, Chicago Professional Colleges, University of Illinois.

"The Book Exchange," Sardinia House, Kingsway, London, reviewed "Employee Personnel Practices in Colleges and Universities," a publication of the College and University Personnel Association, in the August issue. The review states: "The data assembled in this Report has been gathered together for the assistance of policy makers in Colleges and Universities in overcoming their personnel problems. Many of the questions answered are not new, and some have developed in recent years due to the advent of modern personnel practices and techniques. The results are admirably condensed in capsule form for quick and easy reference."

Two new handbooks have come to the Editor's desk — "Policies Affecting Employees Classified as Service," The Pennsylvania State University, and "Personnel Policies and Procedures," Emory University.

The September-October issue of **Campus Pathways**, the house organ publication of the University Civil Service System of Illinois, serves as a handbook on civil service matters for all employees and employers served by the System. This is the second annual edition of the handbook issue, and it has been exceptionally well received.

Bulletin Board

All house organ publications of member institutions of the Association should be mailed to the Editorial Office, addressed to Donald E. Dickason, 809 South Wright Street, Champaign, Illinois.

Additional copies of the Proceedings of the Ninth Annual Conference of the College and University Personnel Association may be obtained by writing to Donald E. Dickason, 809 South Wright Street, Champaign, Illinois.

Quoting . . .

"Illinois Institute of Technology has called attention to a milestone it passed on Sunday, which was the 15th anniversary of the appointment of **Raymond J. Spaeth** to its staff.

"It was Mr. Spaeth whose duty it was as first business manager to direct the redevelopment of the old campus and the blighted area around it after the Institute was formed through the merger of the Armour Institute of Technology and Lewis Insitute.

"More than 550 slum buildings have been demolished and 18 modern buildings erected on the campus, which has been expanded from seven to 90 acres in the last 15 years. The Institute is at the halfway mark in a $45 million building program.

"Tech attributes much of the success of its redevelopment program to Mr. Spaeth's bold efforts. In addition to rehabilitating the campus, he has spread his energies by serving as a moving spirit behind, and consultant for, the South Side Planning Board, which is rebuilding other decaying areas of the South Side.

"Now vice-president and treasurer of Illinois Tech, the Kansas-born Mr. Spaeth has made an enduring contribution to the cultural and civic progress of his adopted city." — **Chicago Daily News**, Editorial, September 9, 1955.

Many of the midwestern members of the Association will recall with pleasure their visit to the campus of Illinois Tech at the time of the Midwestern Regional Conference in 1953, when we saw first-hand what Mr. Spaeth had accomplished and was continuing to accomplish.

If you are worrying about your class specifications and need a couple of good writers, the authors of the following might qualify. When asked to describe their duties and responsibilities, these individuals expressed it this way:

This is what I do. Open up in the Morning. turn on all the Steam light the range. then Cook Breakfas eggs Make French toast cook Cereal & make Beverages. Then start Lunch. For Lunch make Soups and Sandwish make Desserts cook vegetablets and meat on Sunday I makes Fried Chicken Grill stakes makes roastes From Sep. 27 till June 18 I have two Girls that I Supervisives

I was in fulll charge had two Girls under me I cook the meats & Vegetables, & see the rest was taken cear proply.

I open the Kicthen In the morning. taken full chage off the Dimner such as Fring Chcken Shrinp Fish then see that the Sandwish Fix Buy my helper.